

Reading Conferring Tip Sheet – Reading Habits/Behaviors

Conferring Format:

Research →	Research →	Compliment →	TEACH.
Ask students about what they are working on. Seek to be able to name what they are doing.	Ask kids to show you more. “What else?” Having kids go in-depth about what they are doing gives you a better view of their thinking and helps you decide what to teach.	Give students an authentic compliment that is rooted in what you observed during the research steps.	Much like a mini lesson. Show kids one strategy that they can use in their own work. Give them a specific mission, write it down & follow up.

If You See...	You Might Teach...
Low reading volume (less than 45-60 pages of reading a day)	<ul style="list-style-type: none"> • make a reading plan for the book – planning out how many pages to read in school and at home each day • coach into helping the student determine when he/she might be able to read at home each day – make a schedule and check in to see how it is working out – problem solve issues they find in making time to read at home • ask student to choose a reading spot in the classroom where he/she can easily read without distraction • check to be sure the student is well matched to the book – do a quick miscue analysis and have the student read for 10 minutes and see how many pages are read
Frequently abandoning books	<ul style="list-style-type: none"> • check to see how envisioning is going while reading (not envisioning while reading is the number one cause of students abandoning books according to Stephanie Harvey) • explore how the student is choosing books – consider whether the books match the student’s expectations for the books, whether the student is choosing texts that are within his/her level • recommend a couple hot titles the student might do well with and read the first two or three pages together to get the student into the book • arrange for the student to read a book with his/her partner
Finger pointing or moving lips while reading (sub-vocalization) (These behaviors reduce reading rate by 50%)	<ul style="list-style-type: none"> • teach student to move his/her eyes over the text instead of moving his/her finger • teach student to hold their lips still and read it only in his/her mind instead of quietly to him/herself <p>NOTE: Be clear with students about why the behaviors need to be outgrown. Without understanding why, the student may not be inclined to adopt a new behavior.</p>
Student’s oral reading is choppy or monotone	<ul style="list-style-type: none"> • Read fiction stories in your head with a story teller voice. (practice out loud during the conference) • Read nonfiction texts in your head with a teacher voice. (practice out loud during the conference) • Choose a few sentences and use the swooping technique for phrasing (focus on grouping all the words in phrases and clauses together) • Chorally read text with the student to practice rate, intonation and automaticity (needs to be repeated several days for the student to internalize and be able to read with increased fluency).

Reading Conferring Tip Sheet – Reading Skill Work